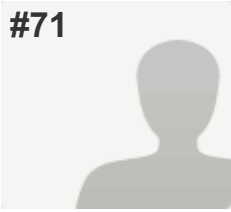


#71

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 20, 2016 11:03:08 AM**Last Modified:** Tuesday, June 28, 2016 3:29:30 PM**Time Spent:** Over a week**IP Address:** 207.28.222.253

PAGE 2

Q1: Name of School District:	Audubon
Q2: Name of Superintendent	Brett Gibbs
Q3: Person Completing this Report	Eric Trager

PAGE 3

Q4: 1a. Local TLC Goal

In the 2015-2016 school year; 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

New teachers were surveyed using a likert scale with 1 being low and 5 high. Peer observations ranked 3.6. Instructional rounds ranked 4.0. Knowledge of state standards ranked 4.8. When asked how beneficial the mentoring program was to their success as a first year teacher, new teachers ranked the program 3.8.

Four of five new teachers will be back in Audubon for a second year.

Q7: 2a. Local TLC Goal

In the 2015/16 school year; ACSD will collaborate through Professional Learning Communities (PLCs) three times a month working on action research and IA Core.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

PLC teams met 18 times during the school year equating to twice per month. Minutes indicate that PLC teams worked on Iowa Core curriculum with emphasis on choosing essential standards. In addition teams collaborated on curriculum mapping, creating common rubrics and scoring student work, and intervention for struggling students. Teachers were surveyed at the end of the year. All teachers could identify an area they felt benefited them through the PLC process. 79% of teachers were able to identify specific areas to improve the effectiveness of their PLC next year.

Q10: 3a. Local TLC Goal

For the 2015-2016 school year; 18 building leaders will be put into place to fulfill leadership opportunities.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We hired 2 instructional coaches, 3 mentor teachers, 4 model teachers, 6 district leadership team members and 2 district leadership team leaders for a total of 17 teacher leader positions representing 35% of our staff in leadership positions.

Q13: 4a. Local TLC Goal

By spring of the 2015-2016 school year; 95% of students in grades 4-11 will score proficient or above and/or make a year's growth on the Iowa Assessment Reading Test.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We measured the percent of students in grades 3 - 11 who made the proficiency benchmark and/or made a year's growth using the Iowa Assessment growth model. 89% of students made this goal.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

90% of the teaching staff will feel supported by teacher leaders.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teachers reported that they were able to get support they needed through their representatives on the district leadership team in terms of clarifying roles and responsibilities for PLC teams.

Instructional coaches surveyed staff at the end of the year. 35 of 37 (95%) teachers responding had used an instructional coach during the year. Using a likert scale of 1 to 5 with 5 being high, improving instruction ranked 3.8, improving classroom management ranked 3.8, improving use of assessment ranked 3.5, and providing a safe culture for collaboration ranked 3.7. 86% stated that they felt supported through a safe culture by agreeing or strongly agreeing. Teachers reported that they were able to get support they needed through their representatives on the district leadership team in terms of clarifying roles and responsibilities for PLC teams.

Instructional coaches surveyed staff at the end of the year. 35 of 37 (95%) teachers responding had used an instructional coach during the year. Using a likert scale of 1 to 5 with 5 being high, improving instruction ranked 3.8, improving classroom management ranked 3.8, improving use of assessment ranked 3.5, and providing a safe culture for collaboration ranked 3.7. 86% stated that they felt supported through a safe culture by agreeing or strongly agreeing.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

1. Protect PLC time so we get closer to our goal of meeting three times per month.
 2. Adjust the size of some of our PLC teams to increase effectiveness.
 3. Develop emphasis on questions 2, 3, and 4 of the PLC process.
 4. Clarify roles for model teacher to help them add value to the TLC process.
 5. Mentors will do more immediate follow-up following peer observations and instructional rounds.
 6. Mentors will meet with their mentees sooner in the year to help get them acquainted with the system.
 7. Mentors will utilize video to help make observation more efficient.
 8. Instructional coaches will modify personal goals based on a years worth of observation. For example, the secondary coach will focus more on student engagement based on what he observed this past year.
 9. Because teachers are familiar with the role of the coaches, their goal is to increase the depth of the coaching conversations that take place. Less ground work in implementing the program will be necessary.
-

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Teachers felt coaching was very beneficial. Two comments that stuck out from the survey were "I couldn't have made it through this year without my coach." and "How did we live without instructional coaches before?"

From the mentor survey two comments that stood out were, " There were times I really needed a mentor to help me through difficult times and this program made asking for help easier." and "It was fun to get to know everyone better and learn "back pocket" ideas to have when a lesson is not going as planned."

Teachers will say that we are collaborating more often and more effectively. Collaboration is impacting implementation of standards and day-to-day classroom instruction.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.